

## 3.1 READING

### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

Preschool Learning Expectations	3.1.K.A. Concepts About Print Kindergarten	3.1.1.A. Concepts About Print Grade 1	3.1.2.A. Concepts About Print Grade 2	3.1.3.A. Concepts About Print Grade 3	3.1.4.A. Concepts About Print Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
3.1 Identifies the meaning of common signs and symbols (e.g. pictures, recipes, icons on computers or rebuses).	1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).				
3.4 Identifies some alphabet letters by their shapes, especially those in his/her own name.	2. Distinguish letters from words.				
3.6 Recognizes that letters form words.	3. Recognize that words are separated by spaces.				
3.9 Exhibits reading-like behavior (e.g., pretend to read to self and others and read own writing).	4. Follow words left to right and from top to bottom.				
3.7 Recognizes that it is the print that is read in stories.	5. Recognize that print represents spoken language.	1. Match oral words to printed words (e.g., pointing to print as one reads).			
3.8 Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	6. Demonstrate understanding of the function of a book and its parts, including front and back and title page.	3. Locate and identify the title, author, and illustrator of a book or reading selection.	1. Use titles, tables of contents, and chapter headings to locate information.	3. Use a glossary or index to locate information in a text.	
3.2 Recognizes print in the local environment (e.g. exit sign, area labels, written directions such as the steps for hand-washing).		2. Practice reading print in the environment at school and at home with assistance.		1. Recognize that printed materials provide specific information.	1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.
3.3 Recognizes that a variety of print letter formations and text forms are used for different functions (e.g., grocery list, menu, store sign, telephone book, newspaper and magazine).					Vignette-Page 55 Vignette-Page 82

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<b>3.1.5.A. Concepts About Print Grade 5</b>	<b>3.1.6.A. Concepts About Print Grade 6</b>	<b>3.1.7.A. Concepts About Print Grade 7</b>	<b>3.1.8.A. Concepts About Print Grade 8</b>	<b>3.1.12.A. Concepts About Print Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
				No additional indicators at this grade level
				No additional indicators at this grade level
				No additional indicators at this grade level
				No additional indicators at this grade level
<b>[Mathematics 4.4.5.A.2 and 4.4.6.A.2 Reading, interpreting, and drawing inferences from displays of data]</b>				No additional indicators at this grade level
1. Use a text index and glossary appropriately.	1. Use a text index and glossary independently and appropriately.			No additional indicators at this grade level
	3. Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).	2. Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).  Vignette-Page 115	1. <u>Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).</u>  Vignette-Page 115	No additional indicators at this grade level

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Preschool Learning Expectations	3.1.K.A. Concepts About Print Kindergarten	3.1.1.A. Concepts About Print Grade 1	3.1.2.A. Concepts About Print Grade 2	3.1.3.A. Concepts About Print Grade 3	3.1.4.A. Concepts About Print Grade 4
	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>  4. Interpret simple graphs, charts, and diagrams	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>  [Mathematics 4.2.2.C.1] Getting from one point to another on a map or grid]	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>  <u>3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).</u>
			2. Recognize the purpose of a paragraph.	2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.	<u>2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.</u>
3.13 Engages in language play (e.g., manipulate separable and repeating sounds).					
3.15 Plays with alliterative language (e.g., "Peter, Peter Pumpkin Eater").					

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<b>3.1.5.A. Concepts About Print Grade 5</b>	<b>3.1.6.A. Concepts About Print Grade 6</b>	<b>3.1.7.A. Concepts About Print Grade 7</b>	<b>3.1.8.A. Concepts About Print Grade 8</b>	<b>3.1.12.A. Concepts About Print Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
				<b>[Mathematics 4.4.12 .A.2 Evaluating the use of data in real-world contexts]</b>
<b>2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).</b>  <b>Vignette-Page 115</b>	<b>2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).</b>  <b>Vignette-Page 115</b>	<b>1. Identify and use common textual features (e.g., paragraphs, topic, sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.</b>  <b>Vignette-Page 115</b>		No additional indicators at this grade level

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Preschool Learning Expectations	3.1.K.B. Phonological Awareness Kindergarten	3.1.1.B. Phonological Awareness Grade 1	3.1.2.B. Phonological Awareness Grade 2	3.1.3.B. Phonological Awareness Grade 3	3.1.4.B. Phonological Awareness Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>  1. Demonstrate understanding that spoken words consist of sequences of phonemes	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>  4. Merge spoken segments into a word.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>  No additional indicators at this grade level
3.14 Makes up and chants own rhymes (e.g., when playing in the water table, saying "squishy, wishy, dishy soap," or at lunchtime, children are conversing and say, "A light is for night.").	2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.	3. Listen and identify the number of syllables in a word.			No additional indicators at this grade level
	3. Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).	1. Demonstrate understanding of all sound- symbol relationships.		1. Demonstrate a sophisticated sense of sound-symbol relationship, including all phonemes (e.g., blends, digraphs, diphthongs).	No additional indicators at this grade level
	4. Learn many, though not all, one-to-one letter sound correspondences.		2. Use knowledge of letter-sound correspondences to sound out unknown words		No additional indicators at this grade level
	5. Given a spoken word, produce another word that rhymes with it.				No additional indicators at this grade level
		2. Blend or segment the phonemes of most one-syllable words.			No additional indicators at this grade level
		5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).	1. Add, delete, or change middle sounds to change words (e.g., pat to put).		No additional indicators at this grade level

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<b>3.1.5.B. Phonological Awareness Grade 5</b>	<b>3.1.6.B. Phonological Awareness Grade 6</b>	<b>3.1.7.B. Phonological Awareness Grade 7</b>	<b>3.1.8.B. Phonological Awareness Grade 8</b>	<b>3.1.12.B. Phonological Awareness Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>  No additional indicators at this grade level	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>  No additional indicators at this grade level	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>  No additional indicators at this grade level	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>  No additional indicators at this grade level	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>  No additional indicators at this grade level
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No additional indicators at this grade level	No additional indicators at this grade level	No additional indicators at this grade level	No additional indicators at this grade level	No additional indicators at this grade level
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Preschool Learning Expectations	3.1.K.C. Decoding & Word Recognition Kindergarten	3.1.1.C. Decoding & Word Recognition Grade 1	3.1.2.C. Decoding & Word Recognition Grade 2	3.1.3.C. Decoding & Word Recognition Grade 3	3.1.4.C. Decoding & Word Recognition Grade 4
<b>Expectation 3:</b> <b>Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
	1. Recognize some words by sight.	5. Recognize high frequency words in and out of context.			
	2. Recognize and name most uppercase and lowercase letters of the alphabet.	.			
3.5 Recognizes own name in a variety of contexts.	3. Recognize and read one's name.				
		1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).		1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).	1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.
		2. Recognize and use rhyming words to reinforce decoding skills.			
		3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).	3. Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo).		3. Recognize compound words, contractions, and common abbreviations.
		4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.	1. Look for known chunks or small words to attempt to decode an unknown word.	2. Use letter-sound knowledge and structural analysis to decode words.	2. Know and use common word families to decode unfamiliar words.

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<b>3.1.5.C. Decoding &amp; Word Recognition Grade 5</b>	<b>3.1.6.C. Decoding &amp; Word Recognition Grade 6</b>	<b>3.1.7.C. Decoding &amp; Word Recognition Grade 7</b>	<b>3.1.8.C. Decoding &amp; Word Recognition Grade 8</b>	<b>3.1.12.C. Decoding &amp; Word Recognition Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>  No additional indicators at this grade level
				No additional indicators at this grade level
				No additional indicators at this grade level
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.	<b>3. Apply knowledge of new words correctly (refer to word parts and word origin).</b>  Vignette-Page 112		4. Apply knowledge of word structures and patterns to read with automaticity.	No additional indicators at this grade level
				No additional indicators at this grade level
				No additional indicators at this grade level
		3. Continue to use structural analysis and context analysis to decode new words.	3. Continue to use structural analysis and context analysis to decode new words.	No additional indicators at this grade level



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Preschool Learning Expectations	3.1.K.C. Decoding & Word Recognition Kindergarten	3.1.1.C. Decoding & Word Recognition Grade 1	3.1.2.C. Decoding & Word Recognition Grade 2	3.1.3.C. Decoding & Word Recognition Grade 3	3.1.4.C. Decoding & Word Recognition Grade 4
Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:  6. Decode unknown words using basic phonetic analysis.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:  2. Reread inserting the beginning sound of the unknown word.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
		7. Decode unknown words using context clues.		3. Use context to accurately read words with more than one pronunciation.	
			4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.		

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<b>3.1.5.C. Decoding &amp; Word Recognition Grade 5</b>	<b>3.1.6.C. Decoding &amp; Word Recognition Grade 6</b>	<b>3.1.7.C. Decoding &amp; Word Recognition Grade 7</b>	<b>3.1.8.C. Decoding &amp; Word Recognition Grade 8</b>	<b>3.1.12.C. Decoding &amp; Word Recognition Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
1. Use the pronunciation key of a dictionary to decode new words.	1. Use a dictionary to decode new words independently.			No additional indicators at this grade level
<b>3. Interpret new words correctly in context.</b>  <b>Vignette-Page 138</b>	<b>2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words</b>  <b>Vignette-Page 138</b>			No additional indicators at this grade level
4. Apply spelling and syllabication rules that aid in decoding and word recognition.	4. Apply spelling and syllabication rules that aid in decoding and word recognition.	2. Apply spelling rules and syllabication that aid in correct spelling.	2. Apply spelling rules and syllabication that aid in correct spelling.	No additional indicators at this grade level
		1. Distinguish among the spellings of homophones (e.g. cite, site, sight).	1. Distinguish among the spellings of homophones (e.g. cite, site, sight).	No additional indicators at this grade level

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Preschool Learning Expectations	3.1.K.D. Fluency Kindergarten	3.1.1.D. Fluency Grade 1	3.1.2.D. Fluency Grade 2	3.1.3.D. Fluency Grade 3	3.1.4.D. Fluency Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
3.10 Uses a familiar book as a cue to retell their version of the story.	1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.	.	[Visual & Performing Arts 1.2.2.C.1 Portrays characters in creative drama]		
	2. Recognize when a simple text fails to make sense when listening to a story read aloud.	.		1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.	
	3. Attempt to follow along in book while listening to a story read aloud.				
	4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).	1. Answer questions correctly that are posed about stories read.			
		2. Begin to read simple text with fluency.	2. Use appropriate pace; "not choppy" or word-by-word.		2. Read at different speeds using scanning, skimming, or careful reading as appropriate.
					Vignette-Page 82
		3. Read with fluency both fiction and nonfiction that is grade-level appropriate			.
			1. Pause at appropriate end points (e.g., comma, period).		1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.
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<b>3.1.5.D. Fluency Grade 5</b>	<b>3.1.6.D. Fluency Grade 6</b>	<b>3.1.7.D. Fluency Grade 7</b>	<b>3.1.8.D. Fluency Grade 8</b>	<b>3.1.12.D. Fluency Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
1. Adjust reading speed appropriately for different purposes and audiences.	1. Adjust reading speed appropriately for different purposes and audiences.		4. Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading).	
				3. Read a variety of genres and types of text with fluency and comprehension.

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Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:  3. Use appropriate inflection for dialogue, exclamations, etc.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will  3. Read aloud with proper phrasing, inflection, and intonation.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
			4. Read silently without finger or lip movement.	2. Read longer text and chapter books independently and silently.	
			5. Self-monitor when text does not make sense.		
			6. Employ learned strategies to determine if text makes sense without being prompted.		

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<b>3.1.5.D. Fluency Grade 5</b>	<b>3.1.6.D. Fluency Grade 6</b>	<b>3.1.7.D. Fluency Grade 7</b>	<b>3.1.8.D. Fluency Grade 8</b>	<b>3.1.12.D. Fluency Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
3. Read aloud in ways that reflect understanding of proper phrasing and intonation.	3. Read aloud in ways that reflect understanding of proper phrasing and intonation.	1. Read aloud in selected texts reflecting understanding of the text and engaging the listener.	1. Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.	2. Use appropriate rhythm, flow, meter, and pronunciation when reading.
4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.	3. Read silently for the purpose of increasing speed, accuracy, and reading fluency.	2. Read increasingly difficult texts silently with comprehension and fluency.	2. Read increasingly difficult texts silently with comprehension and fluency.	1. Read developmentally appropriate materials at an independent level with accuracy and speed
5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	4. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	3. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	3. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	
2. Apply knowledge of letter-sound associations, language structures, and context to recognize words				
		4. Reread informational text for clarity.		

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

Preschool Learning Expectations	3.1.K.E. Reading Strategies (before, during, and after reading) <b>Kindergarten</b>	3.1.1.E. Reading Strategies (before, during, and after reading) <b>Grade 1</b>	3.1.2.E. Reading Strategies (before, during, and after reading) <b>Grade 2</b>	3.1.3.E. Reading Strategies (before, during, and after reading) <b>Grade 3</b>	3.1.4.E. Reading Strategies (before, during, and after reading) <b>Grade 4</b>
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
	1. Begin to track or follow print when listening to a familiar text being read.				
	2. Think ahead and make simple predictions about text.	1. Use prior knowledge to make sense of text.			
	3. Use picture clues to aid understanding of story content.	3. Use pictures as cues to check for meaning.		3. Use pictures and context clues to assist with decoding of new words.	<b>[Technological Literacy 8.1.4.A.8 Use a graphic organizer]</b>
3.12 Asks questions and makes comments pertinent to the story being read and connects information in books to his/her personal life experiences.	4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.		<b>[Comprehensive Health and Physical Education 2.4.2.A.1 Identify different kinds of families and explain that families differ for many reasons]</b>		
	5. "Read" familiar texts from memory, not necessarily verbatim from the print alone.				
		2. Establish a purpose for reading and adjust reading rate.		1. Set purpose for reading and check to verify or change predictions during/after reading.	
		4. Check to see if what is being read makes sense.	2. Return to the beginning of a sentence and try again.		

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.E. Reading Strategies (before, during, and after reading) Grade 5</b>	<b>3.1.6.E. Reading Strategies (before, during, and after reading) Grade 6</b>	<b>3.1.7.E. Reading Strategies (before, during, and after reading) Grade 7</b>	<b>3.1.8.E. Reading Strategies (before, during, and after reading) Grade 8</b>	<b>3.1.12.E. Reading Strategies (before, during, and after reading) Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
<b>1. Activate prior knowledge and anticipates what will be read or heard.</b>  <b>Vignette-Page 109</b>	<b>1. Activate prior knowledge and anticipates what will be read or heard.</b>  <b>Vignette-Page 109</b>			
				<b>2. Practice visualizing techniques before, during, and after reading to aid in comprehension.</b>
	<b>5. Use reference aids for word meanings when reading.</b>			
		<b>1. Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</b> <b>Vignette-Page 115</b>	<b>1. Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</b> <b>Vignette-Page 115</b>	
<b>3. Reread to make sense of difficult paragraphs or sections of text.</b>	<b>3. Reread to make sense of difficult paragraphs or sections of text.</b>			



### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.E. Reading Strategies (before, during, and after reading) Kindergarten	3.1.1.E. Reading Strategies (before, during, and after reading) Grade 1	3.1.2.E. Reading Strategies (before, during, and after reading) Grade 2	3.1.3.E. Reading Strategies (before, during, and after reading) Grade 3	3.1.4.E. Reading Strategies (before, during, and after reading) Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>  5. Monitor their reading by using fix-up strategies (e.g., searching for clues).	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>  2. Monitor comprehension and accuracy while reading in context and self-correct errors.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>  1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.
		6. Use graphic organizers to build on experiences and extend learning.		4. Develop and use graphic organizers to build on experiences and extend learning.	3. <b>Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).</b>  Vignette-Page 55 Vignette-Page 79
		7. Begin to apply study skills strategies (e.g., survey, question, read) to assist with retention and new learning.			
			1. Skip over difficult words in an effort to read on and determine meaning.		2. Identify specific words or passages causing comprehension difficulties and seek clarification

## 3.1 READING

### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.E. Reading Strategies (before, during, and after reading) Grade 5</b>	<b>3.1.6.E. Reading Strategies (before, during, and after reading) Grade 6</b>	<b>3.1.7.E. Reading Strategies (before, during, and after reading) Grade 7</b>	<b>3.1.8.E. Reading Strategies (before, during, and after reading) Grade 8</b>	<b>3.1.12.E. Reading Strategies (before, during, and after reading) Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
2. Vary reading strategies according to their purpose for reading and the nature of the text.	2. Vary reading strategies according to their purpose for reading and the nature of the text.			1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
<b>5. Apply graphic organizers to illustrate key concepts and relationships in a text.</b> Vignette-Page 105 Vignette-Page 109 Vignette-Page 115 Vignette-Page 122 Vignette-Page 129	<b>5. Apply graphic organizers to illustrate key concepts and relationships in a text.</b> Vignette-Page 105 Vignette-Page 109 Vignette-Page 115 Vignette-Page 122 Vignette-Page 129	2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g., chronological sequence or comparison and contrast.	<a href="#"><u>2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g., chronological sequence or comparison and contrast.</u></a>	3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.
4. Make revisions to text predictions during and after reading.	4. Make revisions to text predictions during and after reading.			

### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.F. Vocabulary and Concept Development Kindergarten	3.1.1.F. Vocabulary and Concept Development Grade 1	3.1.2.F. Vocabulary and Concept Development Grade 2	3.1.3.F. Vocabulary and Concept Development Grade 3	3.1.4.F. Vocabulary and Concept Development Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
	1. Continue to develop a vocabulary through meaningful, concrete experiences.	1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words.	1. Develop a vocabulary of 500-800 regular and irregular sight words.		
	2. Identify and sort words in basic categories.	2. Use and explain common antonyms and synonyms.	4. Understand concept of antonyms and synonyms.		<a href="#">3. Identify and correctly use antonyms, synonyms, homophones, and homographs.</a>
	3. Explain meanings of common signs and symbols.		[Mathematics—4.2.2.A.4. Recognize, describe, extend and create designs and patterns]		
	4. Use new vocabulary and grammatical construction in own speech.				
		3. Comprehend common and/or specific vocabulary in informational texts and literature.	3. Demonstrate evidence of expanding language repertory.	5. Use pictures and context clues to assist with meaning of new words.	<a href="#">2. Infer specific word meanings in the context of reading passages.</a>  Vignette-Page 76
			2. Know and relate meanings of simple prefixes and suffixes.	3. Infer word meanings from taught roots, prefixes, and suffixes.	<a href="#">1. Infer word meanings from learned roots, prefixes, and suffixes.</a>
			5. Begin to use a grade-appropriate dictionary with assistance from teacher.	4. Use a grade-appropriate dictionary with assistance from teacher.	4. Use a grade-appropriate dictionary (independently) to define unknown words.  Vignette-Page 88

## 3.1 READING

### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.F. Vocabulary and Concept Development Grade 5</b>	<b>3.1.6.F. Vocabulary and Concept Development Grade 6</b>	<b>3.1.7.F. Vocabulary and Concept Development Grade 7</b>	<b>3.1.8.F. Vocabulary and Concept Development Grade 8</b>	<b>3.1.12.F. Vocabulary and Concept Development Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
		1. Develop an extended vocabulary through both listening and independent reading.	1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.	
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	3. Identify and correctly use antonyms, synonyms, homophones, and homographs.		<a href="#">5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.</a>	
				.
				3. Apply reading vocabulary in different content areas
2. Infer specific word meanings in the context of reading passages.  <b>Vignette-Page 138</b>	2. Infer specific word meanings in the context of reading passages.  <b>Vignette-Page 138</b>	4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences. <b>Vignette-Page 97</b>	<a href="#">4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.</a> <b>Vignette-Page 97</b>	1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
1. Infer word meanings from learned roots, prefixes, and suffixes. <b>Vignette-Page 115</b>	1. Infer word meanings from learned roots, prefixes, and suffixes. <b>Vignette-Page 115</b>			2. Use knowledge of root words to understand new words.
4. Use a grade-level appropriate dictionary independently to define unknown words.	4. Use the dictionary for a variety of purposes (e.g., definitions, word origins, parts of speech).	3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.	3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.	

### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.F. Vocabulary and Concept Development Kindergarten	3.1.1.F. Vocabulary and Concept Development Grade 1	3.1.2.F. Vocabulary and Concept Development Grade 2	3.1.3.F. Vocabulary and Concept Development Grade 3	3.1.4.F. Vocabulary and Concept Development Grade 4
Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:  1. Spell previously studied words and spelling patterns accurately.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
				2. Point to or clearly identify specific words or wording that cause comprehension difficulties	

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.F. Vocabulary and Concept Development Grade 5</b>	<b>3.1.6.F. Vocabulary and Concept Development Grade 6</b>	<b>3.1.7.F. Vocabulary and Concept Development Grade 7</b>	<b>3.1.8.F. Vocabulary and Concept Development Grade 8</b>	<b>3.1.12.F. Vocabulary and Concept Development Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
5. Use a thesaurus to identify alternative word choices and meanings.	5. Use a thesaurus to identify alternative word choices and meanings.			
		2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.	2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.	

## 3.1 READING

### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.G. Comprehension Skills and Response to Text Kindergarten	3.1.1.G. Comprehension Skills and Response to Text Grade 1	3.1.2.G. Comprehension Skills and Response to Text Grade 2	3.1.3.G. Comprehension Skills and Response to Text Grade 3	3.1.4.G. Comprehension Skills and Response to Text Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>  1. Respond to a variety of poems and stories through movement, art, music, and drama.	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>  <b>[Visual and Performing Arts 1.2.2.C.1 Portray characters and describe plots and themes in creative drama]</b>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>  11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
3.11 Shows an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions and act out familiar stories).	2. Verbally identify the main character, setting, and important events in a story read aloud.	4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.	4 Continue to identify story elements in text.	10. Compare and contrast story plots, characters, settings, and themes.	<a href="#">9. Recognize literary elements in stories, including setting, characters, plot, and mood.</a> Vignette-Page 58 Vignette-Page 76
	3. Identify favorite books and stories.	7. Engage in silent independent reading for specific purposes.			
	4. Retell a story read aloud using main characters and events.	3. Sequence information learned from text into a logical order to retell facts.	1. Demonstrate ability to recall facts and details of text.	7. Summarize major points from fiction and nonfiction texts.	<a href="#">7. Identify and summarize central ideas in informational texts</a> Vignette-Page 55,79,82
	5. Participate in shared reading experiences	2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.			<a href="#">8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.</a> Vignette-Page 58 Vignette-Page 76
	6. Make predictions based on illustrations or portions of stories.	5. Make simple inferences.	3. Make inferences and support them with textual information.	8. Draw conclusions and inferences from texts.	<a href="#">3. Cite evidence from text to support conclusions.</a> Vignette-Page 55,79,82
		1. Draw simple conclusions from information gathered from pictures, print, and people.	5. Respond to text by using how, why, and what-if questions.	4. Ask how, why, and what-if questions in interpreting nonfiction texts.	

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.G. Comprehension Skills and Response to Text Grade 5</b>	<b>3.1.6.G. Comprehension Skills and Response to Text Grade 6</b>	<b>3.1.7.G. Comprehension Skills and Response to Text Grade 7</b>	<b>3.1.8.G. Comprehension Skills and Response to Text Grade 8</b>	<b>3.1.12.G. Comprehension Skills and Response to Text Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
<b>12. Recognize literary elements in stories, including setting, characters, plot, and mood.</b>  <b>Vignette-Page 122</b>	<b>12. Recognize characterization, setting, plot, theme, and point of view in fiction.</b>  <b>Vignette-Page 122</b> <b>Vignette-Page 97</b>	<b>7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</b>	<b><u>4. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</u></b>	<b>[World Languages 7.1.12.A.6</b> <b>Analyze and critique readings from authentic text and/or from a variety of art genres</b> <ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Roles of main characters]</li> </ul>
<b>2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).</b> <b>Vignette-Page 103</b>	<b>2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).</b> <b>Vignette-Page 103</b>	<b>4. Articulate the purposes and characteristics of different genres.</b> <b>Vignette-Page 103</b>		
<b>9. Make inferences using textual information and provide supporting evidence.</b> <b>Vignette-Page 105,129</b>	<b>9. Make inferences using textual information and provide supporting evidence.</b> <b>Vignette-Page 105,129</b>	<b>10. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</b> <b>Vignette-Page 100</b>	<b><u>7. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</u></b> <b>Vignette-Page 100,112</b>	
<b>11. Identify and analyze text types, formats, and elements in nonfiction.</b>	<b>11. Identify and analyze text types, formats, and elements in nonfiction.</b>	<b>1. Speculate about text by generating literal and inferential questions.</b>		



### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.G. Comprehension Skills and Response to Text Kindergarten	3.1.1.G. Comprehension Skills and Response to Text Grade 1	3.1.2.G. Comprehension Skills and Response to Text Grade 2	3.1.3.G. Comprehension Skills and Response to Text Grade 3	3.1.4.G. Comprehension Skills and Response to Text Grade 4
Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
		6. Read regularly in independent-level materials.		12. Read regularly in materials appropriate for their independent reading level.	<a href="#">13. Read regularly in materials appropriate for their independent reading level.</a>
			2. Recognize cause and effect in text.	2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.	<a href="#">2. Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).</a> Vignette-Page 55, 79, 82
				1. Recognize purpose of the text.	
				6. Discuss underlying theme or message in interpreting fiction.	1. Discuss underlying themes across cultures in various texts.

## 3.1 READING

### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.G. Comprehension Skills and Response to Text Grade 5</b>	<b>3.1.6.G. Comprehension Skills and Response to Text Grade 6</b>	<b>3.1.7.G. Comprehension Skills and Response to Text Grade 7</b>	<b>3.1.8.G. Comprehension Skills and Response to Text Grade 8</b>	<b>3.1.12.G. Comprehension Skills and Response to Text Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>
<b>16. Read regularly in materials appropriate for their independent reading level.</b>				
<b>Vignette-Page 119</b>				
3. Use cause and effect and sequence of events to gain meaning.	3. Use cause and effect and sequence of events to gain meaning.	3. Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.	<a href="#">1. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.</a>	9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. <b>Vignette-Page 148</b>
				10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others	4. Construct meaning from text by making conscious connections to self, an author, and others.			
5. Recognize persuasive and propaganda techniques used to influence readers.	5. Recognize persuasive and propaganda techniques used to influence readers.	14. Compare and contrast the perspectives of authors in a variety of interdisciplinary works.	<a href="#">12. Understand perspectives of authors in a variety of interdisciplinary works.</a>	11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.	7. Identify and analyze features of themes conveyed through characters, actions, and images.  <b>Vignette-Page 100 Vignette-Page 103</b>	5. Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness. <b>Vignette-Page 100</b>	3. Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works. <b>Vignette-Page 100</b>	<a href="#">4. Compare and evaluate the relationship between past literary traditions and contemporary writing.</a>
		12. Identify and analyze recurring themes across literary works.	<a href="#">9. Identify and analyze recurring themes across literary works.</a>	1. Identify, describe, evaluate, and synthesize the central in informational text. <b>Vignette-Page 150</b>

### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.G. Comprehension Skills and Response to Text Kindergarten	3.1.1.G. Comprehension Skills and Response to Text Grade 1	3.1.2.G. Comprehension Skills and Response to Text Grade 2	3.1.3.G. Comprehension Skills and Response to Text Grade 3	3.1.4.G. Comprehension Skills and Response to Text Grade 4
Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:  5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:  <a href="#">4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.</a>
					11. Identify the structures in poetry.
					12. Identify the structures in drama.
					10. Identify some literary devices in stories.  Vignette-Page 76

## 3.1 READING

### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

3.1.5.G. Comprehension Skills and Response to Text Grade 5	3.1.6.G. Comprehension Skills and Response to Text Grade 6	3.1.7.G. Comprehension Skills and Response to Text Grade 7	3.1.8.G. Comprehension Skills and Response to Text Grade 8	3.1.12.G. Comprehension Skills and Response to Text Grade 12
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>  1. Identify author's purpose, views, and beliefs.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>  1. Respond critically to an author's purpose, ideas, views, and beliefs.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>  6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>  <a href="#">2. Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.</a> <a href="#">15. Compare and analyze the various works of writers through an author's study.</a>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>  <a href="#">3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.</a>
<b>13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).</b>  Vignette-Page 134	<b>13. Recognize sensory details, figurative language, and other literary devices in text.</b>  Vignette-Page 134	<b>11. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text.</b>  Vignette-Page 134	8. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.	<a href="#">6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.</a> <a href="#">8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).</a>
<b>14. Identify and respond to the elements of sound and structure in poetry.</b>  Vignette-Page 131	<b>14. Identify and respond to the elements of sound and structure in poetry.</b>  Vignette-Page 131		<a href="#">11. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.</a> 10. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).	
15. Identify the structures in drama.	15. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture.			
17. Interpret idiomatic expressions.	18. Interpret idiomatic expressions.	17. Interpret idiomatic expressions.		<a href="#">7. Interpret how literary devices affect reading emotions and understanding.</a>

## 3.1 READING

### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.G. Comprehension Skills and Response to Text Kindergarten	3.1.1.G. Comprehension Skills and Response to Text Grade 1	3.1.2.G. Comprehension Skills and Response to Text Grade 2	3.1.3.G. Comprehension Skills and Response to Text Grade 3	3.1.4.G. Comprehension Skills and Response to Text Grade 4
Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:  14. Use information and reasoning to examine bases of hypotheses and opinions.	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
				3. Interpret information in graphs, charts, and diagrams	
				9. Recognize first person "I" point of view.	<u>6. Recognize an author's point of view.</u>
				13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.	

## 3.1 READING

### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.G. Comprehension Skills and Response to Text Grade 5</b>	<b>3.1.6.G. Comprehension Skills and Response to Text Grade 6</b>	<b>3.1.7.G. Comprehension Skills and Response to Text Grade 7</b>	<b>3.1.8.G. Comprehension Skills and Response to Text Grade 8</b>	<b>3.1.12.G. Comprehension Skills and Response to Text Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i>  6. Recognize historical and cultural biases and different points of view.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i>  <b>6. Recognize and understand historical and cultural biases and different points of view.</b>  Vignette-Page 103	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i>  <a href="#"><u>5. Analyze how works of a given period reflect historical and social events and conditions.</u></a>
8. Distinguish between major and minor details.	8. Distinguish between major and minor details.	2. Distinguish between essential and nonessential information.		
<b>10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).</b> Vignette-Page 115	<b>10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).</b> Vignette-Page 115			
	16. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.			
		8. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.	5. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.	

### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.G. Comprehension Skills and Response to Text Kindergarten	3.1.1.G. Comprehension Skills and Response to Text Grade 1	3.1.2.G. Comprehension Skills and Response to Text Grade 2	3.1.3.G. Comprehension Skills and Response to Text Grade 3	3.1.4.G. Comprehension Skills and Response to Text Grade 4
Expectation 3: Children demonstrate emergent reading skills	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>
					<a href="#">5. Follow simple multiple-steps in written instructions.</a>

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.G. Comprehension Skills and Response to Text Grade 5</b>	<b>3.1.6.G. Comprehension Skills and Response to Text Grade 6</b>	<b>3.1.7.G. Comprehension Skills and Response to Text Grade 7</b>	<b>3.1.8.G. Comprehension Skills and Response to Text Grade 8</b>	<b>3.1.12.G. Comprehension Skills and Response to Text Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
		9. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.	6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.	<a href="#"><u>2. Understand the study of literature and theories of literary criticism.</u></a>
		15. Interpret text ideas through journal writing, discussion, and enactment. <b>Vignette-Page 105</b>	13. Interpret text ideas through journal writing, discussion, and enactment. <b>Vignette-Page 105</b>	
		16. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.  <b>Vignette-Page 97</b>	14. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.  <b>Vignette-Page 97</b>	12. Demonstrate familiarity with everyday texts such as job and college application, W-2 forms, and contracts.
				13. Read, comprehend, and be able to follow information gained from technical and instruction manuals (e.g., how-to books, computer manuals, or instructional manuals).



### 3.1 READING

#### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.H. Inquiry and Research Kindergarten	3.1.1.H. Inquiry and Research Grade 1	3.1.2.H. Inquiry and Research Grade 2	3.1.3.H. Inquiry and Research Grade 3	3.1.4.H. Inquiry and Research Grade 4
<b>Expectation 3: Children demonstrate emergent reading skills</b>	<i>By the end of Kindergarten, students will:</i>  1. Locate and know the purposes for various literacy areas of the classroom and the library/media center.	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>  1. Locate information using alphabetical order.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>  1. Locate information using alphabetical order.	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>  1. Use library classification systems, print or electronic, to locate information	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>  1. Use library classification systems, print or electronic, to locate information. <b>Vignette-Page 55</b>
	2. Choose books related to topics of interest				
		1. Ask and explore questions related to a topic of interest.			
		2. Draw conclusions from information and data gathered.		2. Draw conclusions from information and data gathered.	
		3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.	2. Read a variety of nonfiction and fiction books and produce evidence of reading.	3. Read a variety of nonfiction and fiction books and produce evidence of understanding.	3. <a href="#"><u>Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.</u></a>  <b>Vignette-Page 55,79,82</b>

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.H. Inquiry and Research Grade 5</b>	<b>3.1.6.H. Inquiry and Research Grade 6</b>	<b>3.1.7.H. Inquiry and Research Grade 7</b>	<b>3.1.8.H. Inquiry and Research Grade 8</b>	<b>3.1.12.H. Inquiry and Research Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
1. Use library classification systems, print or electronic, to locate information.				
				3. Develop increased ability to critically select works to support a research topic.
				1. Select appropriate electronic media for research and evaluate the quality of the information received.
2. Develop and revise questions for investigations prior to, during, and after reading.  <b>Vignette-Page 109</b>	1. Develop and revise questions for investigations prior to, during, and after reading  <b>Vignette-Page 109</b>			6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.
5. Draw conclusions from information gathered from multiple sources.	3. Draw conclusions from information gathered from multiple sources.			5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading  <b>Vignette-Page 119</b>				

### 3.1 READING

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Preschool Learning Expectations	3.1.K.H. Inquiry and Research Kindergarten	3.1.1.H. Inquiry and Research Grade 1	3.1.2.H. Inquiry and Research Grade 2	3.1.3.H. Inquiry and Research Grade 3	3.1.4.H. Inquiry and Research Grade 4
Expectation 3: Children demonstrate emergent reading skills	By the end of <i>Kindergarten</i> , students will:	Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will:	Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will:
					2. Investigate a favorite author and produce evidence of research.
					[Consumer, Family and Life Skills 9.2.4.A.3 Identify and access print and non print for problem solving]
					.
					.

### 3.1 READING

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<b>3.1.5.H. Inquiry and Research Grade 5</b>	<b>3.1.6.H. Inquiry and Research Grade 6</b>	<b>3.1.7.H. Inquiry and Research Grade 7</b>	<b>3.1.8.H. Inquiry and Research Grade 8</b>	<b>3.1.12.H. Inquiry and Research Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>
8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	1. Produce written and oral work that demonstrates comprehension of informational materials.	<a href="#"><u>1. Produce written and oral work that demonstrates comprehension of informational materials.</u></a>	
6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.			
<b>7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</b> <b>Vignette-Page 109</b>	<b>5. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</b> <b>Vignette-Page 109</b>			
3. Use multiple sources to locate information relevant to research questions.	2. Select and use multiple sources to locate information relevant to research questions.	4. Self-select materials appropriately related to a research project.	<a href="#"><u>4. Self-select materials appropriately related to a research project.</u></a>	
	7. Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.	5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).	5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).	

## 3.1 READING

### STANDARD 3.1 (READING)

ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Preschool Learning Expectations	3.1.K.H. Inquiry and Research Kindergarten	3.1.1.H. Inquiry and Research Grade 1	3.1.2.H. Inquiry and Research Grade 2	3.1.3.H. Inquiry and Research Grade 3	3.1.4.H. Inquiry and Research Grade 4
Expectation 3: Children demonstrate emergent reading skills	<i>By the end of Kindergarten, students will:</i>	<i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i>

### 3.1 READING

#### STANDARD 3.1 (READING)

**ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

<b>3.1.5.H. Inquiry and Research Grade 5</b>	<b>3.1.6.H. Inquiry and Research Grade 6</b>	<b>3.1.7.H. Inquiry and Research Grade 7</b>	<b>3.1.8.H. Inquiry and Research Grade 8</b>	<b>3.1.12.H. Inquiry and Research Grade 12</b>
<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 5</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 6</b>, students will:</i>	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 7</b>, students will:</i>  2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 8</b>, students will:</i>  2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.	<i>Building upon knowledge and skills gained in preceding grades, by the end of <b>Grade 12</b>, students will:</i>  4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
		3. Collect materials for a portfolio that reflect possible career choices.	3. Collect materials for a portfolio that reflect personal career choices.	2. Develop materials for a portfolio that reflect a specific career choice.